



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4757 E. Winsett Street, Tucson, AZ 85711

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Richard C. Romero
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address :
Phone Number : (520) 232-6600
Fax Number : (520) 232-6601
E-mail : richard.romero@tusd1.org

Mission

Bonillas Basic Curriculum Magnet Elementary is a school with structured, self-contained classrooms in which the faculty and staff strive to provide each student with maximum opportunities to acquire an education. Our goal is to establish a comfortable, nurturing and supportive environment where all children can succeed and become productive society members. Our mission is to create and maintain a productive and positive environment while maximizing teaching potential and student achievement

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Strong emphasis placed in the academic areas, especially reading, phonics, math and english. Provide tutors and necessary resources to meet the needs of our at-risk students. The school's environment is to be conducive to student achievement.
- ü Collaborate with community to meet the educational and social needs of students. Parents will be warmly welcomed, treated with respect and will be recognized as partners in their children's education and development.
- ü Provide meaningful Professional Staff Development activities and workshops that will not only enhance student achievement, but will help us to align our Basic Curriculum Instructional program with the State Standards.
- ü To maximize parent participation through the development of a strong Professional Learning Community that will allow us to live up to our mission and vision statements.

Enrollment

October 1, 2005 School Year Student Enrollment : 445
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Bonillas Elementary Basic Curriculum Magnet School

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü Full-day Kindergarten
- Ü Speech
- Ü Math and Reading Mentors
- Ü Tutoring Program
- Ü Tucson Links - Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 19 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

District guidelines for rights and responsibilities in grades K-12 are available in the Bonillas Handbook, monthly news bulletin and individual teacher letters. Progress reports, Individual Plan of Improvement for students, counseling services, speech and special Ed. Social services, and Wellness Center referrals.

Parents

Signed statement of support which includes support homework efforts, sign all homework if requested; support detention policy, support assertive discipline and dress code as stated by school's handbook. Participate in parent-teacher conferences. Volunteer specific number of hours in the classroom and playground. Active participation in the Parent Advisory Site Council.

Transportation Policy

As a magnet school, we receive students from all over the district. We follow District Board Policy 3340. Students selected throughout the Magnet Office are the only ones that receive transportation services. Neighborhood students do not.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Recognition for AIMS School Wide Improvement	2004
Ü Recognition for Stanford 9 School Achievement	2003
Ü Recognition Academic School Wide Improvement (State)	2003
Ü AZ LEARNS designates Bonillas HIGHLY PERFORMING SCHOOL	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4704	80010	100	99	99	481	443	447	1	11	10	9	20	18	54	54	53	36	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2282	38935	100	99	99	479	444	447	NA	9	9	14	20	19	49	57	55	37	14	17
Male	32	2422	40974	100	99	98	483	441	448	3	12	11	3	21	18	59	52	52	34	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	42	2729	34545	100	99	99	478	435	432	2	12	14	10	24	24	55	54	53	33	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	16	1370	35142	100	99	99	501	462	465	NA	6	5	NA	12	11	44	57	56	56	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	59	4110	69849	100	100	100	483	446	451	2	8	7	7	19	17	54	57	56	37	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	31	2469	39029	100	99	98	475	435	432	3	12	14	13	24	25	48	54	52	35	9	9
Non-Economically Disadvantaged	36	2235	40981	100	99	100	486	451	462	NA	9	6	6	16	13	58	54	54	36	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4701	79438	100	99	98	482	446	451	3	10	9	12	27	24	58	55	56	27	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2284	38775	100	99	99	487	453	457	3	8	7	17	24	22	43	58	58	37	11	13
Male	32	2417	40560	100	99	97	476	440	446	3	13	12	6	29	25	75	52	54	16	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	42	2723	34297	100	99	98	479	438	434	2	12	14	17	30	31	52	52	50	29	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	16	1369	34887	100	99	98	500	465	471	NA	5	4	NA	18	15	63	62	63	38	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	59	4116	69850	100	100	100	485	451	456	2	8	7	12	25	23	58	58	59	29	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	31	2460	38685	100	98	97	470	437	435	6	12	14	19	30	32	48	53	50	26	4	5
Non-Economically Disadvantaged	36	2241	40753	100	99	99	492	456	467	NA	8	5	6	23	16	67	57	62	28	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4706	79971	100	99	99	446	420	423	3	7	8	18	43	41	78	48	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2287	38974	100	99	99	450	432	437	3	5	5	17	36	33	77	57	57	3	2	4
Male	32	2419	40895	100	99	98	441	408	410	3	9	10	19	50	47	78	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	42	2724	34481	100	99	99	441	416	410	5	7	10	17	46	46	79	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	16	1373	35150	100	99	99	459	430	437	NA	5	5	6	38	35	88	54	56	6	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	59	4102	69713	100	99	100	447	426	429	3	5	5	17	41	39	78	52	52	2	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	31	2467	38994	100	99	98	429	414	409	6	8	10	26	47	47	68	45	41	NA	1	1
Non-Economically Disadvantaged	36	2239	40977	100	99	100	461	427	437	NA	6	5	11	39	34	86	53	56	3	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4554	80147	100	98	99	504	474	482	6	13	11	10	20	17	40	48	49	43	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2200	39281	100	98	99	496	475	483	6	11	9	17	22	17	40	48	50	37	19	24
Male	32	2352	40780	100	97	98	513	473	482	6	14	12	3	19	17	41	48	48	50	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	28	2529	33494	100	98	99	497	466	466	11	15	15	14	24	23	39	47	49	36	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	29	1383	36122	100	98	99	506	492	501	3	7	5	7	14	10	45	51	50	45	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	59	3965	69852	100	100	100	512	479	488	2	10	7	10	20	16	39	50	51	49	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	2431	38371	100	97	97	490	464	465	6	16	15	18	24	23	45	47	49	30	13	13
Non-Economically Disadvantaged	34	2123	41776	100	98	100	518	485	498	6	9	6	3	16	11	35	49	49	56	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4563	79686	100	98	98	489	463	470	3	13	11	13	27	24	67	53	57	16	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2214	39163	100	99	99	484	468	475	6	10	9	17	25	22	63	57	60	14	8	10
Male	32	2347	40438	100	97	97	496	457	465	NA	16	13	9	30	25	72	49	54	19	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	28	2525	33299	100	98	98	482	454	452	7	16	17	14	32	32	64	48	47	14	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	29	1388	35914	100	99	98	496	482	489	NA	6	5	14	19	15	69	63	67	17	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	59	3970	69878	100	100	100	496	468	475	2	9	8	8	27	23	71	57	61	19	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	33	2438	38095	100	98	97	476	452	452	3	17	17	21	32	32	67	48	48	9	3	3
Non-Economically Disadvantaged	34	2125	41591	100	98	99	502	475	486	3	9	6	6	23	16	68	59	65	24	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	4592	80372	99	99	99	480	474	475	2	4	4	26	31	30	73	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2219	39452	97	99	99	484	485	488	3	3	3	21	22	22	76	72	72	NA	2	3
Male	32	2371	40836	100	98	98	475	463	464	NA	5	6	31	38	37	69	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	28	2551	33608	100	99	99	481	469	462	NA	5	6	32	33	36	68	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	28	1388	36213	97	99	99	471	486	489	4	2	2	25	26	22	71	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	58	3964	69846	98	100	100	486	480	482	2	3	3	16	27	26	83	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	33	2454	38521	100	98	98	466	463	461	3	6	6	24	35	38	73	59	55	NA	1	1
Non-Economically Disadvantaged	33	2138	41851	97	99	100	494	485	489	NA	2	3	27	26	22	73	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4552	79306	100	98	99	516	496	504	8	16	13	17	23	20	53	47	49	22	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2186	38845	100	98	99	518	496	505	7	14	11	13	24	20	57	49	50	23	14	18
Male	42	2365	40383	100	97	98	514	496	504	10	18	14	19	22	19	50	45	47	21	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	32	2530	32673	100	98	99	501	485	487	16	19	18	13	27	25	63	45	46	9	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	33	1420	36234	100	97	99	536	517	523	3	8	6	15	16	13	42	51	52	39	25	28
Students with Disabilities	14	573	10286	100	85	91	469	456	462	29	44	41	43	29	27	29	23	27	NA	3	5
Students without Disabilities	58	3979	69020	100	100	100	527	501	510	3	12	9	10	22	18	59	50	52	28	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	27	2380	37437	100	98	97	492	484	486	15	20	19	22	26	26	56	45	46	7	9	9
Non-Economically Disadvantaged	45	2172	41869	100	98	100	530	508	521	4	11	7	13	18	14	51	49	51	31	21	27

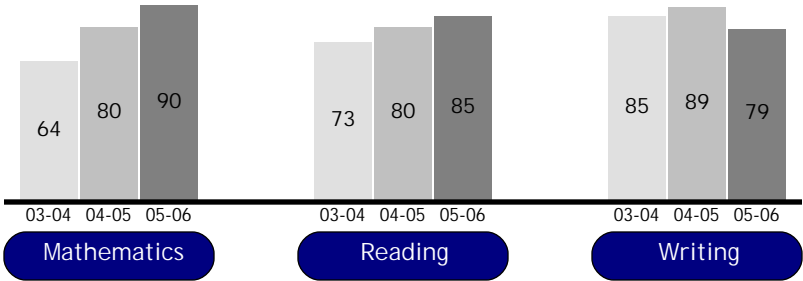
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4596	79000	100	99	98	500	483	489	4	11	10	22	28	24	64	54	58	10	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2204	38774	100	99	99	509	488	494	3	7	7	13	27	22	67	57	61	17	8	10
Male	42	2391	40150	100	98	98	494	479	485	5	14	12	29	28	25	62	53	55	5	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	32	2553	32508	100	99	98	485	473	472	3	13	15	28	34	33	69	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	33	1435	36135	100	98	98	521	503	508	3	6	4	15	17	14	61	64	67	21	13	15
Students with Disabilities	14	617	9991	100	91	88	458	442	449	14	38	33	50	37	36	36	24	29	NA	2	2
Students without Disabilities	58	3979	69009	100	100	100	510	489	495	2	7	6	16	26	22	71	59	62	12	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	27	2403	37234	100	98	97	477	472	472	4	14	15	37	34	33	56	49	50	4	3	3
Non-Economically Disadvantaged	45	2193	41766	100	99	99	514	495	505	4	8	5	13	21	16	69	60	65	13	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	4607	79611	100	99	99	510	500	496	1	5	7	33	36	37	63	58	56	3	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2206	39016	100	99	99	535	514	511	NA	3	4	20	26	29	73	70	66	7	1	1
Male	42	2400	40519	100	99	98	493	488	482	2	7	10	43	44	44	55	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	32	2557	32855	100	99	99	510	495	481	NA	6	10	41	39	43	56	55	47	3	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	33	1445	36380	100	99	99	513	510	511	3	4	4	21	29	30	73	66	65	3	1	1
Students with Disabilities	14	643	10664	100	95	94	462	442	440	7	20	23	57	57	54	36	22	22	NA	1	1
Students without Disabilities	58	3964	68947	100	100	100	522	509	504	NA	3	4	28	32	34	69	64	61	3	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	27	2415	37626	100	99	98	496	492	479	NA	6	10	56	41	45	41	52	45	4	0	0
Non-Economically Disadvantaged	45	2192	41985	100	99	100	519	510	511	2	4	4	20	30	30	76	65	65	2	1	1

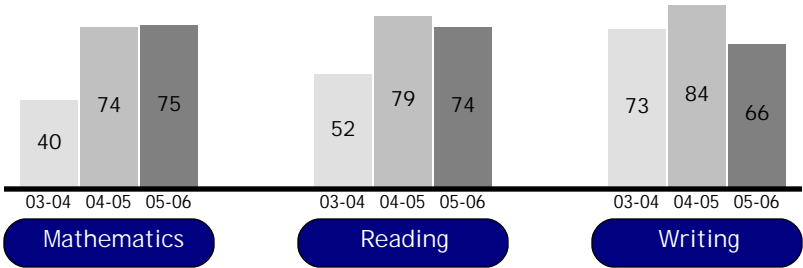
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	74	NA	58	100	57	43	47	86	61	44	46
	Language	99	70	45	50	100	61	42	47	86	68	44	48
	Mathematics	99	71	56	64	100	56	48	50	86	65	50	52
3	Reading	96	62	NA	55	100	53	41	44	100	63	43	46
	Language	96	65	56	61	100	54	40	44	100	58	43	46
	Mathematics	96	61	53	61	100	60	47	51	100	75	48	52
4	Reading	93	67	NA	56	100	53	43	48	100	61	46	52
	Language	96	62	45	52	100	56	44	49	99	65	48	52
	Mathematics	96	71	50	61	100	60	48	53	100	67	52	58
5	Reading	100	54	NA	55	100	58	46	50	100	67	50	56
	Language	99	54	41	49	100	60	46	50	100	61	50	54
	Mathematics	100	61	53	63	100	56	45	49	100	61	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Bonillas Elementary Basic Curriculum Magnet School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Student Achievement
- Ü Discipline Policy
- Ü Safety Plan
- Ü Dress Code
- Ü Community Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	8	10	0	0
10 or more years	13	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (2)
- Ü Library
- Ü Music Room
- Ü Mini-Gym

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Odyssey of the Mind (Gifted)
- Ü Student Council

Social Services

- Ü Breakfast Program
- Ü Counseling
- Ü Lunch Program
- Ü Social Worker
- Ü Health Services
- Ü Community Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 56 of our intermediate students were recognized for their achievement in the 2005 Summer Reading program. 7 exiting fifth graders were selected for honors in science projects for 2004.
- ü 4 of our students were recognized by three corporations for their committment to volunteer hours to different organizations.
4 Students were recognized for their efforts in working with the elderly.
- ü Bonillas was recognized for outstanding improvement in Reading, Writing and Math.
- ü In the last four years Bonillas has met the requirements for yearly progress. Our school has been designated by AZ LEARNS as HIGHLY PERFORMING one step below EXCELLING which is the highest designation that any school can recieve.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Bonillas has implemented and practiced our new Emergency Crisis Plan. We have implemented a Zero-Tolerance Policy for specific behaviors. School Suspension Policy has been re-activated. Campus and play-ground gates are in a lock-down mode during normal school hours. Only access to the building is through main entrance.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Richard C. Romero	(520) 232-6600
Transportation Policy	Bill Ball	(520) 228-4800
Community Resources	Clara Luna and Diane Smith	(520) 232-6600
School Nutrition Programs	Mary Ortiz	(520) 232-6623
Parent Organization	Melissa McCoy and Arcie Hanna	(520) 232-6600
Student Health/Nurse	Debbie Van Patten	(520) 232-6617

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.